DOCUMENT RESUME

ED 374 329 CE 067 299

TITLE	English for Specific Purposes: Building a Curricular Bridge between English as a Second Language and Vocational/Business Office Systems. A Carl D. Perkins Vocational and Applied Technology Education Program Improvement Grant. Final Report.
INSTITUTION	Austin Community Coll., Tex.
SPONS AGENCY	Texas Education Agency, Austin.
PUB DATE	Jun 93
NOTE	60p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Education; Advisory Committees; *Articulation (Education); Behavioral Objectives; *Business Education; Community Colleges; *Curriculum Development; Information Networks; Integrated Curriculum; Learning Activities; Models; Office Occupations Education; Reading Skills; Secondary Education; *Statewide Planning; Student Evaluation; Study Skills; Two Year Colleges; *Vocational English (Second Language); Writing Skills
IDENTIFIERS	Carl D Perkins Voc and Appl Techn Educ Act 1990; *Tech Prep; Texas

ABSTRACT

This 11-page report describes a project wherein a Carl D. Perkins Vocational and Applied Technology Program Improvement Grant was used to develop a curricular bridge between the academic English-as-a-Second-Language (ESL) area and the vocational-technical business/office systems area of Austin Community College (ACC). The following project activities are discussed: selecting an English-for-special-purposes (ESP) model; publicizing the ESP project within ACC; selecting content courses, content area instructors, and ESP/business advisory committee members; developing ESP course materials; and networking with other community colleges in Texas. Appendixes/exhibits, constituting approximately 80% of this document, include the following: summary of the implications and distinguishing features of the theme-based, sheltered, and adjunct curriculum models; project-related correspondence; project description; study, reading, and writing skills objectives of the two ESP courses developed; diagram outlining the support, transition, and self-sufficiency phases of academic proficiency; project advisory committee (AC) membership list and minutes/agendas of AC meetings; guidelines for ESP course content selection; college skills inventory; activities for language adjunct courses; course descriptions; evaluation issues; project members' resumes; and report on ESL/ESP programs at El Paso Community College. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

33110004

TX93CD19

ED 374 329

FINAL REPORT

ENGLISH FOR SPECIFIC PURPOSES: BUILDING A CURRICULAR BRIDGE BETWEEN ENGLISH AS A SECOND LANGUAGE AND VOCATIONAL/BUSINESS OFFICE SYSTEMS A CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM IMPROVEMENT GRANT

(PROJECT NUMBER 33110004)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

AUSTIN COMMUNITY COLLEGE

June, 1993

CE 067 299

FINAL REPORT
ENGLISH FOR SPECIFIC PURPOSES:
BUILDING A CURRICULAR BRIDGE BETWEEN
ENGLISH AS A SECOND LANGUAGE
AND VOCATIONAL BUSINESS OFFICE SYSTEMS
A CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY
PROGRAM IMPROVEMENT GRANT
PROJECT NUMBER 33110004

PROJECT GOALS: The goal of this curriculum development project was to build a curricular bridge between the academic English as a Second Language area and the vocational/technical Business/Office Systems area of Austin Community College, resulting in ESP/Business courses, which would improve access to Business/Office Systems for the LEP/ESL student population both at ACC and throughout the Austin service area. The objectives were as follows.

1. Develop an ESP/Business curriculum that ties into a Quality Work Force (QWF) targeted occupation and Tech-Prep initiative.
2. Provide training for two ESL and two Business/Office Systems instructors.
3. Develop a state-wide network of community colleges and technical institutions to exchange ideas and models for English for Specific Purposes (ESP) curricula, specifically in the Business area, but also in other vocational/technical areas of study.

Project Start-up

On October 19, 1992 the ESP Project Director, Triny Yates-Knepp, was hired by Austin Community College. In the first phase of the project, from November until the beginning of the Spring semester in January, the following tasks were completed.

Selecting the ESP Model

The first task was to determining the ESP model appropriate to the subject areas and student population targeted by the grant. Since there are a number of models by which ESP courses can be accomplished, it was initially important to evaluate the institutional environment and ESL student needs so that an appropriately designed ESP framework could be created. The three basic models are: theme-based courses, sheltered courses, and language adjunct courses. (See Exhibits 1 and 2) There are also a number of variations for each of these three

ESP/content-based prototypes. After identifying institutional and student population characteristics, it was decided that the language adjunct model was the most appropriate model for ACC's ESP pilot project. In short, in the adjunct model, students are enrolled concurrently in two linked courses, a language course and a content course, with the idea being that the two courses share the same content base and complement each other in terms of mutually coordinated assignments. ESL learners are sheltered in the language course but integrated with native speakers in the content course. Since the objective of the ESP Project at ACC was to provide a curricular bridge between the ESL program and technical and vocational content courses, the adjunct model best suited needs because it not only provides support in the mastery of content material, but also fosters the development of transferable academic and study skills which can be applied to future course work. For all content-based/ESP models, there are several shared features.

- Content is the point of departure and the organizing principle of the ESP course in recognition of the fact that successful language learning occurs when students are presented with the second language in a meaningful, contextualized form and with primary focus on the acquisition of information via the second language.
- Because of the dual aim, activities in content-based ESP courses should accurately reflect the academic demands which are placed upon ESL students. The course materials should be authentic in the sense that they are not solely designed for second-language teaching purposes.
- Teachers' efforts thus largely go into adapting and supplementing the content materials for language teaching purposes so that students can comprehend the content materials.
- Underlying the principle of assisting the students in the mastery of content materials is recognition of the fact that there needs to be some adaptation to second language learner needs such as increased redundancy, exemplification, use of advance organizers, frequent comprehension checks and frequent assignments.

In the language adjunct model, the language teaching syllabus is mapped onto the content curriculum and includes both the study of general academic language skills and content specific language needs. The content texts and lectures are adapted in the adjunct course and oriented

toward students' language proficiency and are the basis for the majority of language skill presentation and practice. In the content course itself, no adaptation is required of the instructor or in class format so that ESL students are participating in the content course in an unsheltered environment with native English speakers.

Each of the content-based ESP models has definite implications for teacher training, staff development, and administration, and these issues were taken into consideration throughout the project. ESL teachers who work within the ESP specialization need to approach the challenge with specific skills and keen awareness of the goals and implications of the ESP model. Specifically, ESP courses require that the teacher be able to develop language teaching materials that are appropriate to both content and language teaching objectives. Thus, teachers need training in both curriculum and materials planning and development so that they can successfully exploit the language content link. Although commercially-produced language teaching materials may be used to a limited extent in the adjunct model, the majority of language practice rests on teacher developed materials which exploit the link between language learning and mastery of content. To have written an ESP curriculum without developing the materials for that curriculum would have resulted in courses which could never materialize since no commercially available materials tailored to the curricula of the two content courses at ACC would be available.

Publicizing the ESP Project within ACC

Initially, it was important that the faculty and administration of ACC be informed of the ESP Project so that individuals who might have useful input into the project's design and development could be identified and interviewed. A letter (See Exhibit 3) and a description of the project, (See Exhibit 4) were sent to approximately 100 faculty members and administrators within the college. The letter requested input regarding ACC's ESL population, and the flyer briefly described the project.

Selection of Content Courses and Content-Area Instructors

After the initial groundwork had been laid within the institution, the next step was to

select the specific courses which would be targeted for the development of an ESP adjunct and, subsequently, the content area instructors who would assist and consult on the development of curricula and course materials. The content areas that were targeted in the grant proposal were Business Management and Office Systems Technology. The rationale for selecting these two subject areas was that a high percentage of ACC's ESL student population had indicated the intent to pursue degrees and certificates in these targeted occupational areas. In fact, business-related vocational and technical programs were the most frequently mentioned area of intended study by ESL students enrolled in Parallel Studies. The criteria for selecting the specific courses within the Business Management and Office Systems Technology were as follows. The targeted courses should:

- Be required for degree and certificate plans.
- Be introductory.
- Have well-defined curricula that were unlikely to change in the near future.
- Be heavily language dependent.
- Have high enrollment.
- Have high or potentially high ESL student enrollment.
- Be known to have a high failure or attrition rate.
- Be a problem for ESL students.

After consultation with faculty and administration, content area courses for which ESP language adjuncts would be designed were selected. Introduction to Business (BMG 1013) met all the criteria and seemed an excellent choice. A course which met all criteria from Office Systems Technology was slightly more problematic. Business Writing Skills (OST 1033), was a good candidate; however, there were two areas of concern. First, the enrollment in this course is modest. Secondly, the course is almost entirely language dependent. Although it was clear that all students, both ESL and native English-speaking, struggled with content mastery, the course focuses on advanced written grammar and mechanics, and so an ESP adjunct might be seen as redundant. Since both courses would be presented as candidates to the ESP/Business Advisory Committee, the decision was left to be resolved at the first meeting. The ESP/Business Advisory Committee felt that the need for mastery of English grammar and mechanics was such

a high priority that OST 1033 should be selected despite the fact that it did not meet all criteria. BMG 1013 was also selected as an appropriate target.

After selection of the two content courses had been approved by the ESP/Business Advisory Committee, the next step was to select content instructors who were willing to work on the project. It is perhaps testimony to ACC's faculty's dedication that this step was easy to accomplish. Ms. Jane Latham, Department Head of Office Systems Technology at the Northridge Campus, agreed to work on the ESP Project even though this meant some last minute reorganization of her teaching schedule. Steve Bradley, Department Head of Business Management at the Southwest Center Campus, also agreed to participate and was willing to work with the ESP Project throughout. Although both faculty members could have easily relegated this assignment to a subordinate, I feel that both agreed to participate because of their dedication to their students and because they could see the potential that ESP had to benefit the ESL student population. Both faculty members were very supportive from start to finish.

ESP/Business Advisory Committee

Forming an ESP/Business Advisory Committee was an integral task so that the ESP Project could be linked to needs in the broader business and educational communities. Several faculty members and administrators within ACC were helpful in suggesting possible candidates. The following letter (See Exhibit 5) was sent to those individuals who had been suggested as potentially having an interest in the ESP Project. After sending the introductory letter, I contacted each individual personally and invited them to participate on the committee. The number of individuals who were willing to give their time and expertise was surprising. Forming the Advisory Committee was a very time-consuming process; however, it was well worth both the time and effort given the quality input that each member contributed. In deciding the committee's composition, every effort was made to recruit a broad range of individuals representing the business and educational community in Austin.

The first ESP/Business Advisory Committee meeting was held on December 1, 1992. The focus of this meeting was to inform members of the nature of the ESP Project and to gain their

approval for the content area courses for which a language adjunct would be designed. For a list of Advisory Committee members and minutes of the December 1 meeting, see the Appendix at the end of this project report.

The second ESP/Business Advisory Committee meeting was held on March 11, 1993. In this meeting, members were asked to approve the course objectives and course descriptions. In addition, there was substantive discussion concerning the direction and objectives of the ESP Project. For details of this meeting, please see the minutes in the Appendix.

Although a third committee meeting had been tentatively planned, the workload in finishing up the curricula and materials was so heavy at the end of the grant period that this was not possible. It was very helpful to have had input in the design and development phase of the project since each member brought a relevant perspective to the focus of the project. Their input was responded to and integrated into the design of courses and materials. Furthermore, it was helpful to be challenged and questioned along the way since this encouraged deliberation and clarity of focus and prevented the project from being developed in an educational vacuum.

Selection of Instructors to Work on the Project

The English as a Second Language instructors who are to work on an ESP project need to have certain characteristics beyond a solid theoretical and practical background in ESL methodology.

1. They must be interested in the subject area content and be willing to develop expertise in it.
2. They must have confidence in a content-based approach to language teaching as opposed to the more traditional and familiar approach of a grammar-based curriculum.
3. They must have the ability to adapt and develop content-based language teaching materials.
4. They must be willing to relinquish their more traditional role as primary authority and become facilitators, advisors, and tutors in the classroom.
5. Finally, they must be capable of working as part of a team, since coordination with

content instructors and other ESL faculty is essential.

Again, I was very fortunate to find two instructors with experience teaching ESL at ACC who were well suited to the task. Vicky Cobb Westacott and Meridith Crider worked 5 hours a week throughout the development of the ESP courses. They wrote and adapted some of the project course materials and provided valuable insight throughout. Now that the project is near completion, they should be well prepared to teach the new ESP courses. What is perhaps more important, is that both understand the fundamentals of ESP course design and materials development and adaptation and can thus help create new ESP courses in other vocational and technical areas should the college decide to continue to develop ESP course offerings for the ESL student population. It is, perhaps, one of the most important outcomes of the project that there are two individuals within the community who have the know-how to design content-based curricula. As will be shown later in this report, there is a strong interest in the Texas business and educational communities for well trained ESP curriculum and materials writers. In fact, it can be said that within the ESL professional community, there is a major move toward content-based instruction, which will only increase in future years.

A final note concerning project start-up: in addition to the above mentioned tasks, the first two months of the project involved taking care of numerous administrative tasks. Office equipment had to be ordered, telephones installed, clerical personnel hired, and many other small matters had to be dealt with before the actual project work could be begun. A working office was not in place until early January. In projects of this nature, it is important that the time needed to set up a functional office and to establish proper administrative connections within the host institution be taken into consideration when evaluating a project time line.

Course and Materials Development

The ESP course materials were written and developed during the Spring semester. Both classes, BMG 1013 and OST 1033, were attended regularly during that time. The ESP Project Director met weekly with the two ESL instructors to discuss the curriculum for each of the ESP adjuncts. Consequently, as objectives were formulated for the courses as a whole, and for each

week's lessons, the types of activities and materials appropriate for those objectives were clarified and developed.

Initially, once a broad idea of course content and format had been obtained, it was essential to focus the course goals more carefully. Perhaps one of the pitfalls of designing language adjunct courses is that there are so many options for language development. Consequently, careful thought needs to be given to what sort of language teaching syllabus is to be mapped onto the content course materials. Trying to work on all skill areas in the ESP adjunct might well result in confusion of aims and lack of focus for both instructors and students.

While support in the mastery of content material is a given, careful and considered focus of language teaching objectives needs to be addressed early in the course development process. For example, for Introduction to Business (BMG 1013), which is a traditional introductory survey course, class lectures are intended to clarify, amplify, and exemplify the material in the textbook. Thus, the primary skills needed for successful completion of this course are reading comprehension and study skills. Consequently, these skill areas were targeted in the objectives for the ESP Adjunct for BMG 1013 (See Exhibit 6). Introduction to Business Writing (OST 1033) had a distinct profile and thus, the ESP curriculum for that adjunct was designed with objectives appropriate to that specific course in mind. OST 1033 is intended as a review of English grammar and mechanics for native speakers of English. In the area of content mastery, ESL students would need extra help with subject mastery since they would approach the grammar in the course from an entirely different point of view as would native speakers of English; furthermore, some of the material would require additional presentation and practice since the OST content material would not be review for ESL students in many cases, but would be students' first encounter with certain rules of grammar and mechanics. Furthermore, ESL students would require extensive practice in essay writing and an introduction to writing a documented paper so that they could pass the writing section of the TASP test and be prepared to enter Freshman Composition. Consequently, an applied component oriented toward the needs of advanced ESL students was mapped on to the grammar-based curriculum for OST 1033. (See Exhibit 7).

One important point concerning the design of these courses is that the focus not be solely on support in the mastery of content material. It is essential that students develop transferable skills that they can utilize when they move beyond the ESP classroom. Consequently, it is important that the curriculum be designed so that there is a gradual move away from pure content support and dependence on the ESP instructor to less content support and greater independence on the part of the student so that he/she will feel confident about enrolling in subsequent courses without an ESP language adjunct. This concept is clearly illustrated in Exhibit 8, *Three Phases to Academic Proficiency*. This idea of moving from maximum content support to self-sufficiency in which skills are synthesized and applied in new contexts was a guiding principle throughout the design phase of the project.

The final product of the ESP Project is an ESP language adjunct student text and instructors manual for both BMG 1013 and OST 1033. These materials should speak for themselves and rather than write about the materials, I encourage readers of this report to examine the texts, especially the first few pages and course introduction at the beginning of each of the instructor's manuals, since these pages contain an in-depth statement of course philosophy.

Networking with Other Community Colleges in Texas.

One of the stipulations of the grant was to develop a statewide network of community colleges and technical institutes in order to exchange ideas and models for ESP curricula in vocational and technical areas. I took every opportunity and accepted every invitation to speak about ESP, specifically, and ESL, in general. There is a strong interest in both the vocational/technical and the business/industry communities in Texas for information about developing ESP courses. Both educators and businessmen can immediately see the relevance of ESP to their particular needs for training and education. It also seems that very little information has been disseminated within Texas at the current time.

In March, I sent a letter (See Exhibits 9 and 10) to over 70 community colleges concerning the

ESP Project at Austin Community College and invited inquiries and contact with ESL professionals interested or involved in ESP projects. The response to this letter was surprising. Over 15 individuals from Texas community colleges wrote or telephoned asking for further information so that they could begin setting up ESP projects in their own institutions. I responded to inquiries to the best of my ability by putting together an information packet that would at least point interested individuals and institutions in the right direction. Also, this final report and the four ESP texts will be mailed at the completion of this project to community colleges throughout Texas. Although it is not clear to me how to follow up further on the interest expressed in ESP, I do hope that some avenue will open by which the educational and business community can be made aware of this type of course and also which will provide information and training to ESL professionals who want to design ESP curricula, courses, and materials within their own institutions.

Problems

The only significant problem encountered throughout the execution of the ESP Project has been the shortage of time within which the various objectives have had to be accomplished. While it was intended that the project span two full semesters; in fact, the majority of the project goals have been carried out over the Spring semester. Much of the ESP content support material could have been adapted relatively easily for interactive computer programs so that more class time could have been spent on activities and skill development for which a teacher is essential. Unfortunately, this has not been possible because of the time constraints. However, there is rarely a situation without constraints of one sort or another, and every attempt has been made to complete two quality ESP language courses for Austin Community College despite the limited time.

Future Tasks

There are some project tasks that remain to be completed. The new ESP courses will need to be approved, as any new course, through the appropriate committees and channels. In addition, they will need to be integrated into existing departmental structures. Secondly, the courses need to be publicized within ACC so that all ESL students become aware of these new

course offerings, which were designed to meet their language learning needs. Also, publicity should be directed to business and industry in the Austin area since a growing segment of the Austin workforce is comprised of individuals who require English language training. OST 1033, Business Writing Skills with the ESP language adjunct should be of particular interest to the business community since there is an often heard demand for workers who can write accurately and clearly. The final task that remains to be addressed is the issue of evaluating the ESP Project's impact on making vocational and technical areas of study more accessible to the ESL population by bridging the wide gap that exists between the upper levels of ACC's ESL program and full participation of ESL students in technical and vocational content courses.

Triny Yates-Knepp
English for Specific Purposes Project Director
Austin Commuunity College
June 24, 1993

EXHIBITS

EXHIBIT 1

SUMMARY OF THE IMPLICATIONS OF THE CONTENT-BASED MODELS

	Theme-based	Sheltered	Adjunct
Setting	Adult schools; language institutes; all other language programs	Secondary school; colleges and universities	Secondary schools; colleges and universities
Proficiency level	Low to advanced L2	Intermediate to high intermediate L2	High intermediate to advanced L2
Curriculum	Theme-based (topic-based) curricular units integrate all four skills	Content course syllabus Study skills may be integrated into content syllabus	Curriculum objective coordinated between content and language staffs Treatment of general language skills in addition to content specific language skills
Materials	Teacher -developed material Commercial ESL texts	Commercial content texts selected with sensitivity to proficiency level Coordination of lectures and readings	Content texts and lectures provide bases for majority of language skills instruction and practice supplemented by teacher-developed materials and commercial ESL texts
Teacher training	Language teacher need training in curriculum/syllabus design and materials development	Content teachers need awareness of second language development	Language and content teachers need training in curriculum and syllabus design and in materials development Training should focus on curriculum coordination and team teaching
Administrative issues	Release time needed to develop curriculum\materials	Careful selection of content instructor	Support and remuneration for extensive coordination and for materials and curriculum design

EXHIBIT 2

DISTINGUISHING FEATURES OF THREE CONTENT-BASED MODELS

	Theme-based	Sheltered	Adjunct
Primary purpose(s)	Help student develop L2 competence with specific topic areas	Help students master content material	Help students master content material Introduce students to L2 academic discourse and develop transferable academic skills
Instructional format	ESL course	Content course	Linked content and ESL courses
Instructional responsibilities	Language instructor responsible for language and content instruction	Content instructor responsible for content instruction Incidental language learning	Content instructor responsible for content instruction Language instructor responsible for language instruction
Student population	Nonnative speakers	Nonnative speakers	Nonnative and native speakers integrated for content instruction Nonnative speakers separated for language instruction
Focus of evaluation	Language skills and functions	Content mastery	Content mastery (in content class) Language skills and functions (in language class)

EXHIBIT 3

November 5, 1992

1~
2~
3~

Dear 4~:

I am writing to introduce you to the English for Specific Purposes (ESP) project which will be implemented during the next several months under a Carl Perkins grant received by ACC. As ESP Project Director, I hope to be meeting with you in the coming months in order to benefit from your experience in working with ACC's English as a Second Language (ESL) student population, an important and growing segment of the College's special populations. Since ESP, which is a specialized branch of the ESL profession, is probably a new acronym and field for many, I am sending the enclosed Project Description to give some background about the aims of ESP in general and the goals of the curriculum and courses which are scheduled to be offered to ACC's ESL students in the Fall of 1993.

I hope that this brief overview will give you an idea of what the ESP project is about. ACC's ESL student population stands to benefit significantly if well-conceived ESP courses are put into place. However, the success of the project will depend on the cooperation and support of all of us at the College who work with these students as instructors, department heads, division chairs, advisors or administrators.

If you have worked with ESL students in the classroom or in some other capacity, I would welcome your input and insights. Although I hope to be meeting with you in the near future, I encourage you to come by my office in Room 507 of the DAO or give me a call at 483-7836 or 483-7838.

Cordially,

Triny Yates-Knepp
ESP Project Director

TYK:ns
Enclosure

English for Specific Purposes (ESP) Project Description

What is ESP?

English for Specific Purposes (ESP) is a branch of the English as a Second Language (ESL) profession which has been growing very rapidly in recent years, especially on an international level. It is an approach to language teaching which is directed by the specific reasons for learning the English language by a clearly identified group of learners. Initially, ESP courses and materials were designed for scientists and technical personnel around the world who were using English as the medium of exchange of ideas and technical training in their area of specialization. From this vocationally specific beginning, the field of ESP has grown to include a wide range of curricula aimed at serving the linguistic needs of a diverse group of learners such as businessmen, engineers, medical personnel and so on. These courses are designed to concentrate on the identified language and skill needs of a particular group of ESL students. The language becomes not the sole object of study, but rather it is the medium through which subject matter is mastered while building high level English language skills.

What are the goals of the ESP Project at ACC?

ACC proposes to make its vocational/technical business areas of study more accessible for the College's ESL student population by designing an ESP curriculum for selected courses within its proposed A.A.S. degrees in Business and Office Systems Technology. The main objective is to create a curricular bridge between the upper levels of the academic English as a Second Language courses and the vocational/technical courses in the Business and OST programs. These courses will be designed for our ESL student population who need curricular support as they make the transition from language classes to the content-area courses that they need to continue their vocational/technical studies. Making this transition is often a major obstacle for students whose native language is not English. The ultimate goal is not only to improve access to our vocational courses but

continued on back...

also to significantly increase the success rate of these students as they pursue their training in preparation for eventual entry into the workforce. Business and Office Systems Technology were selected as the initial target for the project since business-related technical/vocational programs were listed as the second most popular area of intended study by our ESL students.

A number of ESP programs have been set up across the U.S. at community colleges and four-year universities, and they have met with great success in providing ESL students with the advanced level language and communication skills needed to pass their subject area courses.

How do ESP courses work?

Although there is a wide range of forms that ESP courses may take, the fundamental idea is simple and pedagogically sound. In the planning stages, ESP curriculum designers work closely with faculty of subject-area courses which are known to have a high rate of ESL student enrollment. The ESP professional becomes familiar with both the subject matter and format of a specific content-area required course and writes a curriculum which will run concurrently with this course. The content-paired ESP courses use the materials of the content course as the basis for advanced level language study and the acquisition of skills necessary for ESL students to succeed in their studies and eventual employment. Motivation and success are achieved as students are involved in language study that is immediately relevant to their needs. Rather than study the language as an abstraction, the language is used as a vehicle for increasing knowledge and skill in a specific area of study which is vocationally relevant. ESP courses give ESL students the support that they need in order to make the transition from language as the sole focus of study to actually using it as the medium through which they master the content of their chosen vocational/technical area.

Triny Yates-Knepp • ESP Project Director • Austin Community College •
• District Administrative Offices, Room 507 • Phone: 483-7838 •
• 5930 Middle Fiskville Road, Austin, Texas 78752 •

EXHIBIT 5

Dear :

I have recently been hired by Austin Community College under a Carl Perkins grant to develop an English for Specific Purposes curriculum. The purpose of this pilot project is to build a curricular bridge between the English as a Second Language program and the vocational/technical areas of Business and Office Systems Technology which will improve access to these courses at ACC for individuals whose native language is not English. I have enclosed a flyer which describes the project in some detail. In short, one course from Business and one from Office Systems Technology will be selected and an adjunct curriculum and course will be designed in which high level English language and academic skills will be taught within the framework of the content area course. In other words, the ESP course will reinforce the subject matter of the content course while building advanced level English language skills.

Your name was given to me by Martha Cotera at ACC as someone who might have an interest in a project of this nature and who also might be willing to serve on the ESP/Business Advisory Committee which will provide input and guidance throughout the development of the curriculum. I feel that your work with and knowledge of the Hispanic Chamber of Commerce would be especially valuable as you can serve as a direct link to one part of community which will be served by this project. If you are willing to serve as a resource, I would certainly welcome your participation as a member of the Advisory Committee. Participation on the committee will involve approximately two hours each two months through June, 1993.

The first meeting of the Advisory Committee will be held Tuesday, December 1 at 3:30 in Room 531 of the ACC District Office at 5930 Middle Fiskville Road.

Despite the very short notice, I hope that you or a member of your staff will be able to attend. Please let me know your decision at your earliest convenience. My phone number is 483-7838.

Thank you.

Cordially,

Triny Yates-Knepp

ESP 1013 OBJECTIVES
COREQUISITE OF BMG 1013

STUDY SKILLS OBJECTIVES:

Students will:

use effective study strategies to master the content material of BMG 1013. These include:

- using the SQ3R study technique.
- knowing how to study using appropriate and effective study techniques.
- outlining the key ideas in a reading selection
- using highlighting effectively to identify main points.
- taking study notes on a lengthy reading selection.
- assessing an instructor's expectations
- identifying signal words in a reading.
- being familiar with a range of strategies for learning new vocabulary.
- preparing for tests.
- using effective test-taking strategies
- knowing how to use a dictionary effectively and appropriately.
- working with a case study

READING SKILLS OBJECTIVES:

Given the introductory textbook for Business Management 1013, students will:

- determine reading strategies appropriate to the specific task and text.
- read for main ideas.
- distinguish supporting details from main points.
- use context clues to determine the meaning of new words.
- skim a reading selection to determine the central ideas or topic of a selection.
- scan effectively when searching for specific details and facts.
- draw inferences from written text.
- distinguish fact from opinion.
- draw conclusions based on an understanding of the text.
- determine the author's point of view and tone.
- make critical judgements about written text.
- assess the strength of the writer's argument and supporting material.
- extract information from charts and graphs
- assess relevance.
- determine the writer's assumptions.
- evaluate the author's assertions.
- integrate and be able to summarize a text.

ESP 1023 OBJECTIVES
COREQUISITE OF OST 1033

WRITING OBJECTIVES:

Students will:

- apply knowledge of grammar, punctuation, and mechanics in writing for academic and vocational purposes.
- identify the purpose, focus, and audience for a given composition and adjust stylistic and organizational features accordingly.
- develop main points with adequate supporting detail.
- organize ideas into cohesive, unified paragraphs.
- write a formal essay with appropriate organizational form.
- prepare a formal outline.
- edit and revise written work for accuracy, clarity and form.
- link ideas and paragraphs effectively using transition words and phrases.
- practice writing essays within a time limit that exhibit the characteristics required by the TASP test including: purpose, audience, unity, focus, development, organization of ideas and correct sentence structure using Standard American English.
- recognize and use common patterns for the organization of ideas including: comparison and contrast, cause and effect, process, reasons, classification, anecdote, facts or statistics, definition.
- write a formal documented report on a business topic utilizing the following research skills:
    - selecting a topic
    - narrowing the focus
    - writing a preliminary plan
    - using library resources to obtain information
    - selecting relevant source material
    - evaluating source material
    - reading and taking notes from source material
    - preparing an outline
    - using proper documentation form (APA)
    - preparing a list of works cited
    - managing the time and organizational aspects of a large writing project

EXHIBIT 8

THREE PHASES TO ACADEMIC PROFICIENCY

SUPPORT: Initially the ESL instructor provides maximum support for processing the information in the content course. Exercises are closely related to the language of the text and lectures. Students receive study guides, reading questions and lecture outlines.

TRANSITION: The middle third of the course is the transition phase in which students are required to prepare notes, outlines and study guides for themselves.

SELF-SUFFICIENCY: In the last phase, students are required to do outside reading and library work which go beyond the requirements of the content course. They are asked to connect terms and concepts from the content course to outside texts. Class time is dedicated to oral research reports, peer editing of writing, class discussion, case studies, and problem solving activities. Students are asked to:

analyze
synthesize
evaluate info

EXHIBIT 9

AUSTIN COMMUNITY COLLEGE
District Administrative Offices 5930 Middle Fiskville Road Austin, Texas 78752 512 483-7000 FAX 483-7786

Dear ESL Program Coordinator:

Austin Community College is actively trying to facilitate the entry of ESL students into its vocational and technical programs leading to A.A.S. degrees or certificates. A growing segment of our state population is unable to pursue vocationally-relevant training due to a lack of English language proficiency sufficient to enable them to enter these programs.

In order to meet this growing need for effective language training, I am working under a Carl Perkins Discretionary Grant to develop a pilot English for Specific Purposes curriculum, in addition to materials, for courses in Office Systems Technology and Business Management. This is an exciting project with great potential to serve students who need English language skills so that they can pursue further training. Programs of this type are being developed across the U.S., and the results in both language and content mastery are impressive.

I am very interested in making contact with individuals in the Texas educational community who have initiated ESP projects or who are considering doing so in the future. The final goal of making vocational and technical training accessible to non-native English speakers is an important one. ESP is a rapidly developing specialization of the ESL profession, and it is important that we share ideas and models as we develop these programs.

I have included a flyer that was distributed within the college with a brief description of the project. Please contact me by phone (512:483-7838) or mail if you have done any work within your organization in the ESP field or if you would be interested in knowing more about the ESP model being developed here at ACC.

Sincerely,

Triny Yates-Knepp

Triny Yates-Knepp
ESP Project Director

encl.

Cypress Creek Campus
1555 Cypress Creek Rd.
Cedar Park, Texas 78613
512 219-2010
FAX 219-2035

Eastridge Campus
4100 Ed Bluestein Blvd.
Austin, Texas 78721
512 929-6100
FAX 929-6111

Northridge Campus
11928 Stonehollow Dr.
Austin, Texas 78758
512 832-5959
FAX 832-4867

Pinnacle Campus
7748 Highway 290 W
Austin, Texas 78736
512 288-8001
FAX 288-8011

Rio Grande Campus
1212 Rio Grande
Austin, Texas 78701
512 495-7113
FAX 495-7115

Riverside Campus
1020 Grove Boulevard
Austin, Texas 78741
512 389-3003
FAX 389-4035

Southwest Campus
4544 South Lamar
Austin, Texas 78745
512 891-4003
FAX 891-4020

EXHIBIT 10

March 3, 1993

1~

Dear Vice-President of Academic Affairs:

I am currently involved in an English as a Second Language (ESL) curriculum and materials writing project for Austin Community College under a Carl Perkins Discretionary Grant. I am interested in making contact with other ESL professionals in Texas community colleges and technical institutes in order to exchange ideas and models for English for Specific Purposes (ESP) projects which are related to developing English language classes for students whose native language is not English. The goal of the project I am working on is to facilitate the entry of these students into vocational and technical training programs.

I would appreciate your forwarding the enclosed materials on to the ESL Program Coordinator or to the person in your organization to whom this information would be relevant.

Thank you for your assistance.

Sincerely,

Triny Yates-Knepp
ESP Project Director

encl.

APPENDIX

ESP/Business Advisory Committee

Ann Lessem
Rural Capitol Area Private
Industry Council
P.O. Box 1565
Round Rock, Texas 78680
(512) 244-7966

Sherran Williams
Chief, Training & Development Branch
Internal Revenue Service
P.O. Box 934
Austin, Texas 78767
(512) 462-7194

Linda Kelly
Vocational Coordinator
Round Rock ISD
1311 Round Rock Avenue
Round Rock, Texas 78681
(512) 255-6026

Rae Kozinsky
Texas Employment Commission
Austin Central Office
P.O. Box 160
Austin, Texas 78767
(512) 478-8734

Virginia Ross
IBM/Skill Dynamics
IBM I.Z. 4463
11400 Burnet Road
Austin ,Texas 78758
(512)838-7257

Martha Scarborough
Motorola/Sylvan
c/o Intermedics
1300 East Anderson Lane
Austin, Texas 78752

Rafael Quintanilla
Chair, Hispanic Chamber of Commerce
100 Congress, Suite 2000
Austin, Texas 78701
(512) 469-6390

Karen Boone
Advising Specialist
Northridge Campus 1131
(512) 832-4729

Gloria Sutton
Assessment Counselor
Riverside Campus 1150
(512) 389-4018

Susan Cable
Advising Specialist
Rio Grande Campus 128
(512) 495-7228

Norm Colbath
Division Chair, Technology & Graphics
Northridge Campus 3142
(512) 832-4800

Kim Smith
ESL Coordinator
DAO Room 506
(512) 483-7834

Deborah Iversen
Project Specialist, Quality Work Force Alliance
Pinnacle Bldg. 1010
(512) 288-8007

Dan Washam
Special Populations Coordinator
DAO Room 510
(512) 483-7729

Stakeholders

Jane Latham
Department Head, OST
Northridge Campus 4242
(512)832-4700

Steve Bradley
Department Head, BMG
Southwest Center
(512) 891-4010

Ina Midkiff-Kennedy
Division Chair, Business
Northridge Campus 4245
(512) 832-4760

Cassy Key
Capital Area Tech Prep Consortium Director
DAO Room 555
(512) 483-7720

Bert Marcom
Asst. Vice President, Academic Affairs
DAO Room 529
(512) 483-7579

Texas Higher Education Coordinating Board

Dr. T. R. Williams
Texas Higher Education Coordinating Board
P. O. Box 12788
Austin, Texas 78711
(512) 483-6250

Dr. Ann Lopez
Texas Higher Education Coordinating Board
P. O. Box 12788
Austin, Texas 78711
(512) 483-6250

ESP/BUSINESS ADVISORY COMMITTEE MINUTES

December 1, 1992
District Office, Austin Community College

I. Introduction of all present

II. Presentation of the English for Specific Purposes Project

A. Brief overview of the development of the field English for Specific Purposes, a specialization within the English as a Second Language teaching profession.

B. The rationale for ESP language adjunct courses in which the focus is on acquiring information via the second language and in the process developing academic language and study skills.

C. Research in second language learning indicates that a necessary condition for successful language learning occurs when the learner is focused on relevant and meaningful content rather than on form exclusively.

D. In a number of studies, it has been demonstrated that language instruction which is content-based, such as ESL adjunct courses, enhances both language and cognitive development, increases students' quantitative gains in both language and subject matter, and results in: better reading and writing skill, adjustment to academic life, familiarity with university facilities, and increased self-confidence.

E. Students enrolled concurrently in a regular content course with an ESL adjunct can transfer their language and study skills which are learned in the ESL adjunct to other subject-area courses.

F. When students are enrolled in two courses concurrently, a regular college course and an ESL language adjunct, the two courses share the same content base and they complement each other in terms of mutually coordinated assignments. The course materials are adapted and supplemented in the ESL adjunct for language teaching purposes.

G. Initially in the semester, the focus is on helping students master the material from the content course. However, as the semester progresses, students are asked to be increasingly independent in gaining understanding of the subject matter, and emphasis is placed on developing higher level language and study skills.

Teachers, students, and administration all need to have a clear understanding of course goals so that the ESL language adjunct will not be seen only as a crutch to help students pass their regular college course work.

III. The following were the criteria for selecting content courses in Business Management and Office Systems Technology for which an ESL adjunct curriculum and course can be developed.

Required course
Introductory
A well-defined curriculum that is unlikely to change soon
Heavily language dependent
High enrollment
High or potentially high ESL enrollment
Known to have a high failure or attrition rate

BMG 1013 (Introduction to Business) meets these criteria and seems to be a good choice.

OST 1033 (Business Writing Skills) was suggested as a candidate for an adjunct because it is a course which all students struggle with, but it does not meet the other criteria so neatly. Although it is required for all degrees and certificates in OST, enrollment is modest. It is heavily, if not entirely, language dependent. It has a high failure rate.

Triny pointed out that if an adjunct were written for the course, it might be seen as redundant since Business Writing Skills is already language-based. On the other hand, there is a clear need in the community for training in business writing skills. Furthermore, this course could be publicized widely among business and industry in the Austin area and given the need, enrollment could be increased.

After discussion, the consensus was that Business Writing Skills should be selected as the OST course targeted for a language adjunct because of the strong need for this kind of training and its potential to serve identified needs of the business community in Austin for improved writing skills.

IV. Future Tasks for the Project Director:

Select ESL instructors to work on the project
Attend both content courses regularly in the Spring Semester
Develop curriculum and objectives
Write ESP course texts for BMG 1013 and OST 1033
Network with other community colleges and technical institutes in Texas
Visit El Paso Community College's ESP programs
Write instructor handbook and conduct training
Identify and recruit students from within ACC and from business and industry
Establish a systematic means of evaluating the project

MINUTES: ESP/BUSINESS ADVISORY COMMITTEE MEETING
December 1, 1992

ADVISORY COMMITTEE MEMBERS PRESENT:

Dr. T.R. Williams, Staff Advisor, Texas Higher Education Coordinating Board
Linda Kelly, Round Rock Independent School District Vocational Coordinator
Rafael Quintanilla, Attorney, Chair of the Hispanic Chamber of Commerce
Dan Washam, Special Populations Coordinator, ACC
Deborah Iversen, Project Specialist for the Quality Work Force Alliance
Rae Kozinsky, Employment Services Supervisor, Texas Employment Commission
Sherran Williams, Chief, Training & Development Branch of the Internal Revenue Service
Kim Smith, English as a Second Language Coordinator, ACC
Susan Cable, Advising Specialist, Rio Grande Campus, ACC
***Ina Midkiff-Kennedy,** Division Chair, Business/Department Head BMG, Northridge Campus, ACC
***Jane Latham**, Department Head, Office Systems Technology, Northridge Campus, ACC
Norm Colbath, Division Chair, Technology & Graphics, Department Head, Manufacturing Technology & Quality Assurance,
***Steve Bradley,** Department Head, Business Management, Riverside & Southwest Center Campuses
Karen Boone, Advising Specialist, Northridge Campus, ACC
***Cassy Key,** Capital Area Tech Prep Consortium Director
***Bert Marcom**, Assistant Vice President, Academic Affairs, ACC
Triny Yates-Knepp, English for Specific Purposes Project Director, ACC

Members Unable to Attend:
Ann Lessem, Rural Capital Area Private Industry Council
Sam Zigrossi,Regional Educational Manager, IBM
Gloria Sutton, Assessment Counselor, Riverside Campus, ACC

* Not members of the Committee but stakeholders in the English for Specific Purposes Project.

The first meeting was conducted by Triny, and the primary objectives were to introduce the project in detail and to obtain advice concerning the courses in Office Systems Technology and Business Management to be targeted for development of an ESL adjunct course.

PURPOSE OF ADVISORY COMMITTEE

INTRODUCTIONS (EXPLAIN HOW CHOSEN)

PRESENTATION

I. BACKGROUND AND DEFINITION OF ESP

A. Postwar emergence of English as international language, especially for science and technology. (Initial focus on reading/translation to access America's technical and scientific wealth.

B. In the sixties, ESP evolved as a specialty within the English language teaching profession (Again, EST with science and technology focus).

C. Show tree and explain briefly

D. Explain the differences between ESL and Bilingual education

E. Talk about the terms LEP vs. ESL

F. What ESP is not.

1. Not teaching vocabulary only
2. You can't avoid learning the foundations of the language and only learn Business English or Business for Electrical Engineering.

G. What ESP is.

1. It is an approach to teaching which takes into account the needs of the learner.

2. It focuses on the language forms and functions which are specific to that need.

3. It focuses on language use rather than language structure

4. Content-based instruction is one form of ESP. There are three types:

   a. Theme-based courses
   b. Sheltered courses
   c. Adjunct courses

(Immersion education is one kind of sheltered course where the student is gradually brought into the mainstream language.)

II. RATIONAL FOR ESP COURSES (ADJUNCT COURSES)

A. The focus is on acquiring information via the SL and the process developing academic language and study skills.

B. Content is the point of departure.

C. It is widely accepted rule of good language teaching that learning occurs when language items are introduced through meaningful content.

D. Use of informational content which is relevant to the learner increases both motivation and effective language learning.

E. The focus is on contextualized language use rather than on fragmented examples of sentence level usage.

F. Research on language learning strongly suggests that a necessary condition for successful language learning is that input in the target language must be understood and that the learner should be focused on meaning rather than form.

G. In a number of studies, it has been demonstrated that content-based instruction:

1. Enhances both language and cognitive development
2. Increases students quantitative gains in both language and subject matter.
3. Results in better
   a. Writing skill
   b. Reading skill
   c. Adjustment to academic life
   d. Familiarity with university services and facilities (e.g. libraries computer center etc.)
   e. Increased self confidence...
   f. Students perform better on exams, sometimes as well as or better than native speakers.
   g. Skills learned in the adjunct course can be transferred to other subject areas
   h. Helps students understand the patterns which are common in academic learning

III. ADJUNCT COURSES

A. Students are enrolled in two linked courses concurrently. These courses share the same content bases and they complement each other in terms of mutually coordinated assignments.

B Content-based activities reflect the types of academic demands placed on students.

C. The majority of the materials for the language adjunct course were not written initially as language teaching materials.

D. Teachers efforts go into adapting and supplementing the content materials for language teaching purposes.

E. In helping students process the materials from the content course, there is some accommodation to second language learner needs:
   1. Increased redundancy
   2. Exemplification
   3. Use of advance organizers (outlines and study guides)
   4. Frequent comprehension checks

5. Students are simultaneously introduced to general academic discourse and are assisted in developing transferable academic skills.

TRANSPARENCY: TYPES OF ACTIVITIES

TRANSPARENCY: REDUCING TEACHER SUPPORT

F. Adjunct courses can be applied at the high intermediate to advanced level of English language learning. This translates roughly into levels 4 and 5 of the ESL program at ACC..

G. The primary text is the content course textbook and lectures although some commercially prepared texts may be used for supplementation.

H. Adjunct courses require a high degree of central administration to coordinate the efforts of the ESL an content teams.

I. Adjunct courses assume a specific orientation for all teachers involved.

J. Teacher orientation
   1. Aware of the needs and problems of second language learners
   2. Sensitive to the need for coordination
   3. May require extra training
   4. ESL teacher must be flexible and be willing to part with traditional teaching techniques.
   5. ESL teacher must be willing to master the content of the subject area course
   6. Teachers need release time and/or remuneration for the extra time that is necessary to develop materials, master content, and coordinate with content area teachers.
   7. Teaching teams must be selected carefully.

K. Adjunct course must be publicized widely

L. Advisors, faculty and department need to be informed

M. Decisions must be made on how to handle grading and credit

N. There is an absolute need for teamwork so that the courses complement each other and to avoid repetition.

O. The adjunct model has good appeal to the teacher despite the increases workload
   1. It's the ideal pedagogical framework
   2. There is instrumental motivation and clear need
   3. There is reward for the increased time spent on materials development
   4. Direct involvement with the students in the midst of their academic challenge.

IV. CONTENT COURSE SELECTION

A. Criteria for selecting content courses

1. Required course
2. Introductory
3. Well-defined curriculum that is unlikely to change
4. Heavily language dependent
5. High enrollment
6. High or potentially high ESL enrollment
7. Known to have a high failure rate or to be a problem for students

(ALSO: Is there incentive for students to enroll? and How cant he course be advertised so that students who might typically enroll will?)

B. Possibilities for language adjunct

1. BMG 1013 - Introduction to Business
   a. Has high enrollment
   b. Heavy reading/lecture input
   c. Required for all Business Management students
   d. High attrition rate
   e. Traditional academic course format so the skills learned in adjunct would transfer readily to other subject area courses
   f. Has a well-established curriculum
   g. ESL students have a high interest in Business and it would be easy to attract them into this course.

   All in all BMG 1013 is a good candidate.

C. OST 1033 - Business Writing Skills

1. Required for all OST certificates and degrees
2. Introductory
3. Modest enrollment (30)
4. Heavily language dependent **if not entirely so**
5. High failure rate (for both ESL and native speakers)
6. Potentially high ESL student interest
7. **Strong need in the business community for writing skill and would easy to publicize and market to business and industry**

D. OST 1013 - Basic Keyboarding (Second Choice)

1. A problem because BEG. INT and ADV students are together.
2. Students listen to a slide presentation with instructor present
3. Very heavy aural input
4. Heavy vocabulary load
5. 81 students per semester
6. Many ESL students
7. If students don't ask, they won't get help. i.e. There is no visible feedback if students don't understand.

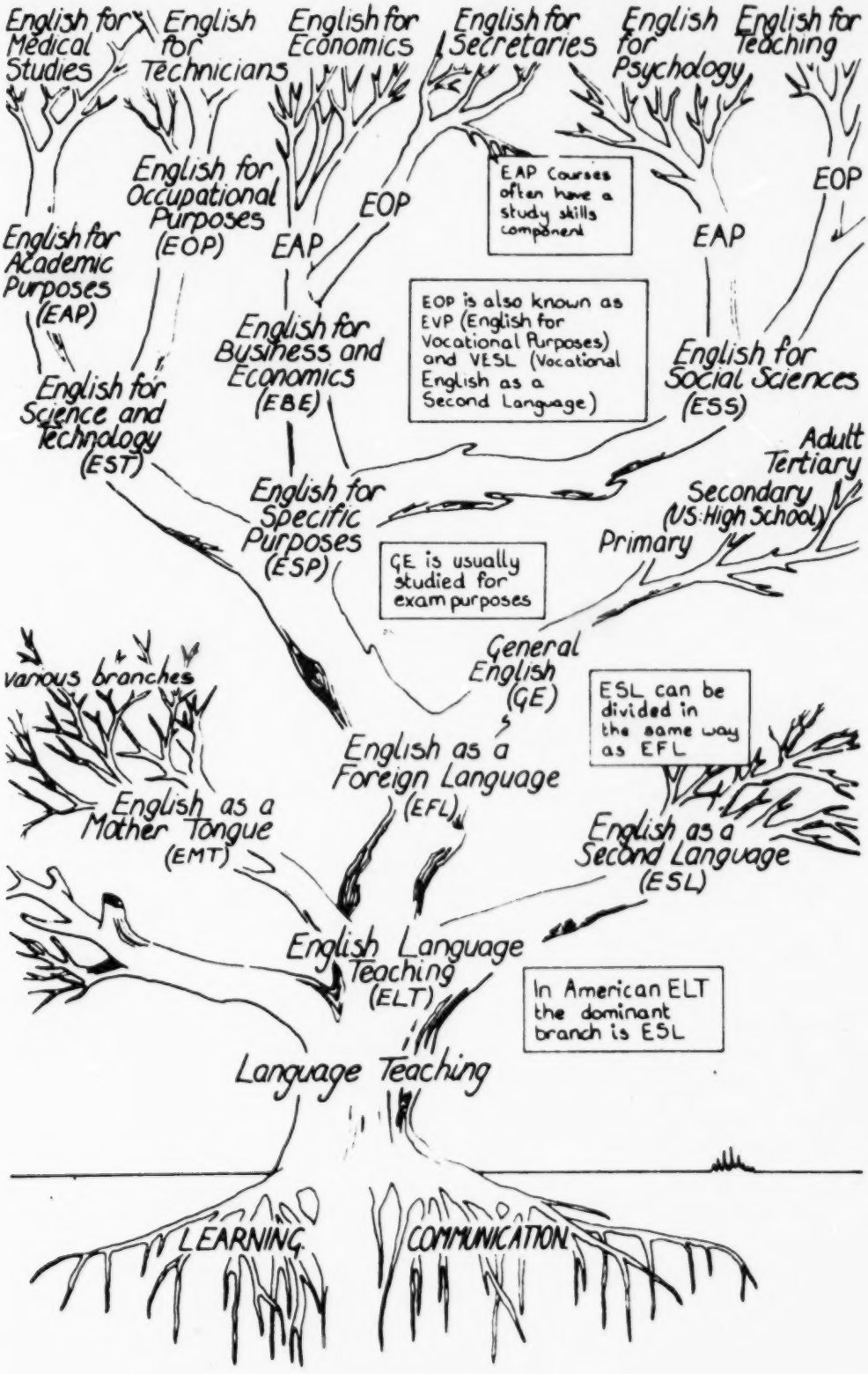
SUMMARY OF THE IMPLICATIONS OF THE CONTENT-BASED MODELS

	Theme-based	Sheltered	Adjunct
Setting	Adult schools; language institutes; all other language programs	Secondary school; colleges and universities	Secondary schools; colleges and universities
Proficiency level	Low to advanced L2	Intermediate to high intermediate L2	High intermediate to advanced L2
Curriculum	Theme-based (topic-based) curricular units integrate all four skills	Content course syllabus Study skills may be integrated into content syllabus	Curriculum objective coordinated between content and language staffs Treatment of general language skills in addition to content specific language skills
Materials	Teacher -developed material Commercial ESL texts	Commercial content texts selected with sensitivity to proficiency level Coordination of lectures and readings	Content texts and lectures provide bases for majority of language skills instruction and practice supplemented by teacher-developed materials and commercial ESL texts
Teacher training	Language teacher need training in curriculum/syllabus design and materials development	Content teachers need awareness of second language development	Language and content teachers need training in curriculum and syllabus design and in materials development Training should focus on curriculum coordination and team teaching
Administrative issues	Release time needed to develop curriculum\materials	Careful selection of content instructor	Support and remuneration for extensive coordination and for materials and curriculum design

BEST COPY AVAILABLE

DISTINGUISHING FEATURES OF THREE CONTENT-BASED MODELS

	Theme-based	Sheltered	Adjunct
Primary purpose(s)	Help student develop L2 competence with specific topic areas	Help students master content material	Help students master content material Introduce students to L2 academic discourse and develop transferable academic skills
Instructional format	ESL course	Content course	Linked content and ESL courses
Instructional responsibilities	Language instructor responsible for language and content instruction	Content instructor responsible for content instruction Incidental language learning	Content instructor responsible for content instruction Language instructor responsible for language instruction
Student population	Nonnative speakers	Nonnative speakers	Nonnative and native speakers integrated for content instruction Nonnative speakers separated for language instruction
Focus of evaluation	Language skills and functions	Content mastery	Content mastery (in content class) Language skills and functions (in language class)


English for Medical Studies
English for Technicians
English for Economics
English for Secretaries
English for Psychology
English for Teaching
English for Occupational Purposes (EOP)
EOP
EAP
EAP courses often have a study skills component
EOP
English for Academic Purposes (EAP)
EAP
EOP is also known as EVP (English for Vocational Purposes) and VESL (Vocational English as a Second Language)
English for Business and Economics (EBE)
English for Social Sciences (ESS)
English for Science and Technology (EST)
Adult
Tertiary
Secondary (US: High School)
Primary
English for Specific Purposes (ESP)
GE is usually studied for exam purposes
General English (GE)
various branches
ESL can be divided in the same way as EFL
English as a Foreign Language (EFL)
English as a Mother Tongue (EMT)
English as a Second Language (ESL)
English Language Teaching (ELT)
In American ELT the dominant branch is ESL
Language Teaching
LEARNING
COMMUNICATION

GUIDELINES FOR CONTENT COURSE SELECTION

Required
Introductory
Well-defined curriculum
Text and curriculum unlikely to change
Heavily language dependent
High enrollment
Potentially high ESL enrollment
Known to be a problem for students
(High failure or attrition rate)

BMG 1013

Introduction to Business: A general survey of the entire field of business and management in the free enterprise system. Concepts of business and management functions, organizational considerations and decision-making processes. Explores area of specialization in the business world.

- **Required for all BMG A.A.S. degrees and certificates**
- **Introductory**
- **Very high enrollment**
- **Heavy reading/listening input**
- **High attrition rate**
- **High ESL student interest**
- **Well-established curriculum**
- **Traditional format so that skills can transfer to other subject areas**

OST 1033

Business Writing Skills: A review of the mechanics of writing, including grammar, punctuation and spelling. Exercises reinforce the knowledge and use of these rules.

- **Required for all OST A.A.S. degrees and certificates**
- **Introductory**
- **Modest enrollment**
- **Heavily language dependent**
- **High failure rate**
- **Potentially high ESL student interest**

- ***Identified need***

COLLEGE SKILLS INVENTORY

Reading Skills
Checking Reading Speed
Finding Main Ideas
Guessing Meaning from Context
Marking a Text
Outlining a Reading Assignment
Recognizing Facts and Opinions
Recognizing Word Parts
Skimming and Scanning
Studying Vocabulary
Understanding Essay Questions
Understanding Graphs
Using the SQ3R Method
Working with a Case Study

Critical Thinking Skills
Analyzing a Persuasive Message
Analyzing Data
Applying a Theory
Evaluating Evidence
Forming Hypotheses
Recognizing Facts and Opinions
Recognizing Inductive and Deductive Reasoning
Recognizing Logical Fallacies
Working with a Case Study

Writing Skills
Analyzing a Persuasive Message
Answering Essay Test Questions
Applying a Theory
Business Writing
Comparing and Contrasting
Defining Terms
Evaluating Evidence
Illustrating Concepts
Outlining
Quoting and Paraphrasing
Stating a Thesis and Focus
Summarizing

Oral Skills
Debating
Defining Terms
Discussing in Small Groups
Explaining a Graph
Giving an Oral Presentation
Interviewing
Participating in Class Discussions
Presenting Data
Summarizing
Conducting a Survey

Other Academic Skills
Managing Time
Notetaking for Lectures
Preparing for Tests
Taking Tests
Using Organization Charts
Using a Word Processor
Conducting an Experiment
Observing Classroom Norms
Conducting a Field Study
Completing a Group Project

Research Skills
Choosing a Topic
Planning the Report
Interviewing
Using the Library
  Encyclopedias
  Periodicals
  Card Catalog
Preparing a List of Works Cited
Taking Research Notes
Using Index Cards
Preparing an Outline
Using Research Notes
Writing Endnotes
Typing the Report

ACTIVITIES FOR LANGUAGE ADJUNCT COURSES

Listening comp based on lectures
Listening for details and specific information
Error analysis
Proofreading for common errors
Analysis of textbook passages
Vocabulary development
Group discussion
Case studies
Problem solving
Text reconstruction/dictocomp
Grammar practice
Notetaking
Outlining
Peer critique of writing
Essay writing
Answering essay questions
Oral Presentations (content, organization, physical aspects, language)
Prereading questions
Reading/lecture summary
Reading guides
Reading for main points
Reading for implications
Interpreting graphs
Skimming
Scanning
Paraphrasing
Classifying
Information gap activities
Test taking strategies
Synthesizing information
Guessing meaning from context

AGENDA FOR THE MARCH 11, 1993 ESP/BUSINESS ADVISORY COMMITTEE MEETING

I. COURSES
- A. Course descriptions
- B. Objectives
- C. Eligibility
- D. Flexibility trade-off
- E. Adjunct textbook development
- F. Materials demonstration
  1. BMG 1013
     - a. Reading sub-skills/*Guessing Meaning From Context*
     - b. *Fact versus Opinion*
  2. OST 1033
     - a. Grammar Support/*Usage*
     - b. Documented Report/ *Topic Selection*

II. PUBLICITY & NETWORKING
- A. ESP adjunct courses (brochure)
  1. Within ACC
  2. In the business community
- B. ESP pilot as a statewide model
  1. Visit to El Paso Community College
  2. Letter to community colleges and technical institutes
  3. Within the educational community
  4. Other avenues?

III. EVALUATION
- A. Objectives per grant
  1. Discuss changes according to type of ESP model
  2. Training for ESP teachers only
- B. What is to be evaluated
  1. The ESP Project itself (Cost Effectiveness)
  2. Student Access
  3. Student Progress
  4. Curriculum (Formative)

ESP/Business Advisory Committee Meeting Minutes
March 11, 1993
DAO ROOM 531 3:00 - 4:30

ATTENDING: Steve Bradley, Jane Latham, John Aintablian, Karen Kolar, Virginia Ross, Meredith Crider, Debra Iversen, Ann Lessem, Kim Smith, Dan Washam, Sherran Williams, Dr. T.R. Williams, Triny Yates-Knepp.

1. TYK gave brief background of the project as described in the first Advisory Committee Meeting.

2. Both the OST 1033 and BMG 1013 classes are being attended. In addition to writing curriculum, an ESP textbook is being written for each course since this is the primary component of a language adjunct course. That is, no commercially published texts are available.

3. Course descriptions were presented to committee for scrutiny. Can the students understand the vocabulary? It was clarified that these courses would only be open to advanced ESL students; thus they should be able to manage the vocab. These courses are alternatives to specific classes in Level 5 of the ESL Program. Are these courses mandatory or optional? This needs to be specified very clearly. It was explained that ESP courses, like the ESL classes they can be substituted for, are mandatory for ESL students who take the ESL assessment and place into Level 5 or any other level. Thus, a student placing into Level 5 can take the ESL Level 5 courses, or, optionally, the equivalent Level 5 ESP courses. One more sentence could be added to make this issue much clearer. The suggestion is well taken and TYK will work to get more clarity into these course descriptions.

   Kim mentioned that the numbers for the ESL courses were incorrect.

   There are no course titles for these courses yet.

   Jane Latham mentioned that there might be potential confusion concerning the substitution of courses. She wondered if students might not think they could take the ESL adjuncts without needing to take the OST course. Various suggestions were made to correct this potential misunderstanding. Wording will be changed accordingly.

4. Presentation of course objectives.

   There was extensive discussion of the writing objectives. It was asked whether there would be emphasis on just getting ideas down on paper for communicative purposes. While this type of objective is important at the lower levels, it is important to prepare Level 5 ESL students both for the formal writing requirements of the TASP test and Freshman Comp. Sherran Williams asked about the need to know the students' native language in order to work with them on developing their writing skill.

5. Some of the materials being developed for the ESP courses were shown to the committee in order to demonstrate how content and language teaching objectives can be integrated.

6. There was discussion of how these courses would be publicized within the Austin business community.

Virginia questioned how students in the larger community would be determined to be eligible to participate in the courses. Triny said that the assessment for placement purposes was an issue that had to be looked at carefully. It would be important for placement procedures to be consistent with those of the larger ESL program because it was important that students not be allowed into the course who would not be able to pass because of insufficient proficiency in English.. TYK will look at this issue more carefully in the coming weeks.

TYK asked for assistance and input concerning the design of a brochure. She said that she planned to do a preliminary design within a month and would appreciate receiving suggestions, especially from people who received and read a lot of training brochures. The following people said they would be willing to help out:

Jane Latham.
Sherran Williams
Deborah Iversen
Karen Kohlar
Virginia Ross

Meredith also mentioned that a flyer or poster might be an effective tool to publicize the courses and Triny said she would design a flyer as well.

7. Triny mentioned that she had sent a letter to all the colleges and technical institutes in Texas in an effort to network with other educators designing ESP courses.

Further, she mentioned the need to contact people in the secondary schools to let them know more about ESL, in general, and ESP specifically.

8. The issue of evaluation as mandated per the grant was discussed.

First, TYK discussed the goals and objectives per the grant and how certain things had changed according to the type of ESP model chosen; that is, a language adjunct. While the grant specifies training content instructors in basic issues of ESL pedagogy, in a language adjunct this is not necessary. The role of the content instructor is to help ESL curriculum writers understand the contents and mechanics of their content courses so that appropriate objectives for the ESL adjunct can be formulated and so that materials for the adjunct course can be designed and or adapted around the content course materials.

How and why the actual project evaluation should be conducted was discussed. What is the subject of evaluation? The various possibilities were presented and discussed. Some comments and questions were:

-Mastery of content materials is easy to measure

-What does the grant state concerning?

-The number of ESL students who actually enter vocational and technical areas of study might be useful descriptive information.

-It would be useful to have some outside evaluation of the ESP project, perhaps by another ESL person.

-In the long run, it will be possible to go to TEC and extract employment data on students who have enrolled in these courses.

-Dan Washam mentioned that in the future, tracking ESL students within ACC will be easier. He volunteered to help discuss the various options for long-term follow-up that would be possible through the Special Populations Office.

-It is important to get some long-term follow up and this should be reasonably easy because ESL students who actually live in Austin, as opposed to international students, often do stay in contact with their former ESL instructors.

-Virginia Ross mentioned that there might well be UT graduate students looking for potential research topics who could contribute to the evaluation efforts.

-Karen Koler from IBM suggested a useful contact in the area of speech & pathology who has worked in ESL at IBM & whose work has been very helpful.

COURSE DESCRIPTIONS

ESP 1013: An English for Specific Purposes course for ESL students which is corequisite to BMG 1013, Introduction to Business. Integrates the study of the content of BMG 1013 with advanced language teaching aims for students who are not native English speakers. The textbook for BMG will be the primary source for development of advanced reading, vocabulary, and study skills. This course may be substituted for PAR 1393 Advanced Reading Skills ESL-5.

Prerequisite: PAR 1383 Critical Reading Skills ESL-4 or equivalent upon ESL assessment.

ESP 1023: An English for Specific Purposes course for advanced ESL students which is corequisite to OST 1033, Business Writing Skills. Integrates the development of advanced writing skills for students who are not native speakers with the content of OST 1033, a review of the mechanics of grammar, punctuation and spelling of standard written English. ESP 1023 and OST 1033 may be substituted for PAR 1463 Advanced Grammar Skills ESL-5 and PAR 1492 Advanced Writing ESL-5.

Prerequisite: PAR 1451 Contextual Grammar Skills ESL-4 and PAR 1482 Critical Writing ESL Skills-4 or equivalent upon ESL Assessment.

ESP 1023 OBJECTIVES
COREQUISITE OF OST 1033

WRITING OBJECTIVES:

Students will:

- apply knowledge of grammar, punctuation, and mechanics in writing for academic and vocational purposes.
- identify the purpose, focus, and audience for a given composition and adjust stylistic and organizational features accordingly.
- develop main points with adequate supporting detail.
- organize ideas into cohesive, unified paragraphs.
- write a formal essay with appropriate organizational form.
- prepare a formal outline.
- edit and revise written work for accuracy, clarity and form.
- link ideas and paragraphs effectively using transition words and phrases.
- practice writing essays within a time limit that exhibit the characteristics required by the TASP test including: purpose, audience, unity, focus, development, organization of ideas and correct sentence structure using Standard American English.
- recognize and use common patterns for the organization of ideas including: comparison and contrast, cause and effect, process, reasons, classification, anecdote, facts or statistics, definition.
- write a formal documented report on a business topic utilizing the following research skills:
    - selecting a topic
    - narrowing the focus
    - writing a preliminary plan
    - using library resources to obtain information
    - selecting relevant source material
    - evaluating source material
    - reading and taking notes from source material
    - preparing an outline
    - using proper documentation form (APA)
    - preparing a list of works cited
    - managing the time and organizational aspects of a large writing project

ESP 1013 OBJECTIVES
COREQUISITE OF BMG 1013

STUDY SKILLS OBJECTIVES:

Students will:

use effective study strategies to master the content material of BMG 1013. These include:

- using the SQ3R study technique.
- knowing how to study using appropriate and effective study techniques.
- outlining the key ideas in a reading selection
- using highlighting effectively to identify main points.
- taking study notes on a lengthy reading selection.
- assessing an instructor's expectations
- identifying signal words in a reading.
- being familiar with a range of strategies for learning new vocabulary.
- preparing for tests.
- using effective test-taking strategies
- knowing how to use a dictionary effectively and appropriately.
- working with a case study

READING SKILLS OBJECTIVES:

Given the introductory textbook for Business Management 1013, students will:

- determine reading strategies appropriate to the specific task and text.
- read for main ideas.
- distinguish supporting details from main points.
- use context clues to determine the meaning of new words.
- skim a reading selection to determine the central ideas or topic of a selection.
- scan effectively when searching for specific details and facts.
- draw inferences from written text.
- distinguish fact from opinion.
- draw conclusions based on an understanding of the text.
- determine the author's point of view and tone.
- make critical judgements about written text.
- assess the strength of the writer's argument and supporting material.
- extract information from charts and graphs
- assess relevance.
- determine the writer's assumptions.
- evaluate the author's assertions.
- integrate and be able to summarize a text.

EVALUATION ISSUES

1. **Clarification of the purpose of evaluation**
   - Why carry it out?
   - What will happen to the results?
   - Who will carry it out?
   - What is the subject of evaluation?
     - the ESP Project
     - the curriculum and text materials being written
     - increased student access to vocational and technical programs
     - successful mastery of the content course material
     - increased language proficiency
     - continuation of training
     - successful work force entry
     - student attitudes

2. **Parameters of evaluation**

FORMATIVE: carried out during the process so that results can be used for modification (project, curriculum, materials, texts, courses, attitudes, enabling objectives by director, instructor, students, Advisory Committee or students.)

SUMMATIVE: conducted when the course/project is finished and a decision is to made about: 1) whether the course/project will be continued, and 2) whether time and money have been well spent.

PROCESS: concerned with teaching and learning processes or with the on-going project development and implementation process.

PRODUCT: student product (e.g. exam results, passing the content course, etc.) project product (e.g. more ESL students entering and remaining in vocational and technical programs in targeted occupations).

QUANTITATIVE: "hard data"

QUALITATIVE: "soft data" (perceptions/attitudes of students, administration, educational and business communities. Must be conducted in a principled and systematic manner.

3. **Instruments**: questionnaires, checklists, rating scales, interviews, observation, discussion, records, assessment (testing).

4. **Restraints:** 1) lack of control data 2) time

Triny Yates-Knepp
1988 Hilltop
Wimberley, Texas 78676
TEL: (HOME)1:512:847-2628
(WORK)483-7838

Qualifications Summary: Highly dedicated English as a Second Language professional with over 14 years increasingly responsible experience in academic, corporate, and governmental environments. Capable of working with little or no supervision and of administering English language programs. Professional interests include classroom instruction, especially in advanced reading and composition; ESL/EFL and foreign language teacher training; and materials development.

EXPERIENCE: **Austin Community College** (October 1992 - Present)

As the English for Specific Purposes Project Director, was responsible for the design, development and materials writing for two ESP language adjunct courses in Business Management and Office Systems Technology. Formed and coordinated an ESP/Business Advisory Committee composed of representatives from the educational and business community. Worked with content instructors and supervised and trained two ESL instructors in ESP materials design. Initiated statewide network of ESL/ESP projects and provided ESP start-up packet for interested institutions.

Texas Intensive English Program (June 1990 - October 1992)

As an instructor at T.I.E.P. (Dexter), taught upper-intermediate and advanced ESL students preparing for university study in the U.S. Primarily worked with advanced academic reading, and composition although taught all skill areas when needed. In addition, wrote and taught special courses for the institution in mathematics, composition, listening and notetaking, and TOEFL, GRE, and GMAT preparation.

Huffco Indonesia/Pertamina National Oil Company (1987 - 1988)

As English language consultant for this joint-venture, designed curriculum and materials for, taught and administered 500-hour intensive English language training programs for managerial and technical staff in business and technical writing, advanced reading and technical oral presentations. Wrote testing materials and provided in-depth evaluation for the company. These courses were held in Jakarta and Borneo (Kalimantan), Indonesia.

The British Council Jakarta, Indonesia (1986 - 1987)

As English language instructor, wrote curriculum and taught 500-hour intensive English for Academic Purposes courses for Indonesian government officials preparing for U.S. graduate programs, evaluated trainee performance, and consulted with Indonesian government on design of a cross-cultural training program.

Harvard Institute for International Development/Ministry of Finance/ALT (1984-86)

As an instructor and Materials Coordinator of the project, assisted in the development of the curriculum, wrote materials for, and taught in nine-month highly intensive English for Academic Purposes progrrams for over 100 government officials selected for MBA and economics doctoral programs in the U.S. Was specifically involved with the development of advanced academic reading and composition courses, an economics seminar, and a mathematics course for non-native English speakers. Jakarta, Indonesia.

Kinran Junior College, Osaka, Japan (1981 - 1984)

Wrote syllabus for and taught ESL courses, primarily in oral/aural skills. Assisted in departmental testing and curriculum development. Wrote and presented materials designed to deal with the problems of teaching language skills in large college classes.

Procter and Gamble Sunhome, Osaka, Japan (1978 - 1981)

As Program Coordinator, supervised the administration of an in-house language training program for Japanese employees of Procter and Gamble. Hired instructional and administrative staff, evaluated all trainees for placement and promotion purposes, managed budget, and taught classes.

PROFESSIONAL INVOLVEMENT

Served as a consultant for the University of Monterrey, where I wrote a six-level English language curriculum. This position was through a USIA Academic Specialist grant. (April 1992).

Served as a consultant to the Georgia State Department of Education and Emory University in conducting an intensive teacher training program for Japanese language teachers. In addition, I was asked to evaluate and report on Georgia's Quality Core Curriculum and proficiency-based foreign language teaching initiative. (August 1989)

Served as Program Chair for the Japan TESOL affiliate's 1982 International Conference. Solicited, selected, and scheduled over 120 presentations and workshops by EFL professionals from abroad and from within Japan.

Gave a presentation at TEXTESOL III entitled "Creating the Demand to Think," which dealt with ways to increase the cognitive demand of language teaching materials and activities. Have been invited to present this as a workshop for foreign language teachers in AISD. (February 1993)

Serve as Newsletter Editor for the TEXTESOL III affiliate and am entirely responsible for the semi-annual layout, design, editing, and publication of the newsletter. (1990 - Present)

EDUCATION: Master of Arts in Teaching English as a Second Language, University of Texas, 1976.
Bachelor of Arts in Spanish and French, University of Texas, 1973.

LANGUAGES: Japanese, Indonesian, Spanish, French.

CURRICULUM VITAE

Victoria Cobb Westacott
3479 D Lake Austin Blvd.
Austin, TX 78703
Tel: (512) 472-4333

EDUCATION

University of Texas at Austin Austin, Texas	M.A. in Foreign Language Education, concentration in Applied Linguistics, 1989 (Thesis title: "Composing in a Second Language: Form, Meaning, and Function")
McGill University Montreal, Canada	Diploma in Education in Teaching English as a Second Language, 1982
McGill University	B.A. (distinction) in Classics, concentration in Modern Greek, 1981
Aristotle University of Thessaloniki Thessaloniki, Greece	Modern Greek Philology, 1978-79

TEACHING EXPERIENCE

TEXAS INTENSIVE ENGLISH PROGRAM, Austin, Texas
English as a Second Language Instructor
- Teaching reading, vocabulary and composition to beginning level students
- Teaching speaking and pronunciation courses to intermediate and advanced students
- Developing curricula and materials

September 1991 - Present

AUSTIN COMMUNITY COLLEGE, Austin, Texas
Instructor Division of Parallel Studies
- Teaching ESL writing skills, reading, and conversation classes
- Supervising teaching assistants
- Developing curricula

January 1990 - December 1991

Teaching Assistant Division of Parallel Studies
- Assisting in a developmental reading class

September 1992 - December 1992
- Tutoring English and French in a learning laboratory

March 1987 - September 1991

UNIVERSITY OF TEXAS AT AUSTIN, Austin, Texas
Teaching Assistant Department of Civil Engineering
- Leading discussion sections in a technical communications class
- Grading weekly writing assignments

June 1988 - December 1989

Instructor Fulbright/Humphrey Orientation Program
- Teaching oral communication to Fulbright and Humphrey scholars

July - August 1989

Teaching Assistant Department of Mechanical Engineering
- Teaching the technical writing portion of an upper division mechanical engineering course with a substantial writing component

September 1987 - May 1988

ORIENT HEIGHTS NEIGHBORHOOD ORGANIZATION, East Boston, Massachusetts
Adult Basic Education Instructor
- Teaching Adult Basic Education to Boston Housing Authority residents
- Supervising teacher's aide

September 1985 - March 1986

ESL Instructor
- Teaching intensive ESL to adults

June - August 1984

HARBORSIDE COMMUNITY SCHOOL, East Boston, Massachusetts
ESL Instructor
- Teaching intensive ESL to adults
- Supervising volunteers
- Developing curriculum

September 1985 - March 1986; February - October 1984

HARVARD UNIVERSITY, Cambridge, Massachusetts
Apprentice Teacher
- Teaching courses in TOEFL preparation and reading development to ESL summer school students

June - August 1985

PROJECT SCALE, Somerville, Massachusetts
ESL Instructor
- Teaching ESL to adults

February - June 1984

INTERCULTURAL ACTION LEARNING PROGRAM, Kalymnos, Greece
Greek Teacher
- Teaching introductory Modern Greek to American students
- Coordinating student residence

Fall 1979; 1982 - 1983

AWARDS

University Scholar, McGill University, 1978 (for academic excellence)
Graham Ross Prize, McGill University, 1978 (for excellence in Modern Greek)
Greek Ministry Scholarship, 1977

PUBLICATIONS AND PRESENTATIONS

"It Makes Sense: Using the Five Senses in the ESL Classroom"
TEXTESOL State Convention, November 1992

"Three Perspectives on Composing in a Second Language"
Texas Papers in Foreign Language Education, Volume 1, No. 3, Fall 1989

LANGUAGES

Modern Greek, French, Ancient Greek

MERIDITH BAKE CRIDER
1805 Drake
Austin, TX 78704
(512) 444-9169

EMPLOYMENT EXPERIENCE

Advanced Micro Devices, Austin, TX, (512) 462-6939 1-93 to present.

ESL Instructor

Design and teach ESL courses for employees of this computer parts manufacturer. Develop curriculum to meet the company's goals for employee skill level in English. Program administered through Austin Community College.

Austin Community College, Austin, TX (512) 495-7283 2-91 to present.

Instructor, Rio Grande/Eastridge

Teach a variety of ESL courses including Writing, Conversation, and Reading.

Austin Community College, Austin, TX (512) 483-7834 Summer/Fall 1992.

ESL Curriculum Development Project

Researched, tested, and implemented assessment and placement instrument for new ESL writing courses in conjunction with Kimberly Smith, ESL Coordinator for Austin Community College. Trained ESL instructors in use of the new instrument, and participated in scoring sessions to place current and new students into a totally new curriculum.

Southwest Educational Development Laboratory/Center for Language Minority Population Projects, Austin, TX (512) 476-6861 4-91 to 10-92.

Resources Technician

Gather and provide information on topics related to English as a second language, bilingual education, and teaching methodology used with limited English proficient students. Work includes ordering and disseminating books, magazines, journals and other information sources, preparing annotations, and assisting training technical assistants in research.

Austin Community College, Austin, TX (512) 495-7283 2-91 to 5-92.

Teaching Assistant, Rio Grande Campus

Provide tutorial help for ACC students in the areas of Fundamentals of Writing, Composition, and English as a second language.

ELS Language Center, Oklahoma City, OK (405) 525-3738 3-90 to 11-90.

Associate Instructor

ELS Language Centers provide intensive English courses to students of all ages and nationalities. While many of my students at ELS-OKC were college-bound, I also coordinated a "Super Intensive" two-week language program for an oil executive from Mexico City. I taught in all areas of ELS's curriculum, including reading, writing, and the "core" grammar and speaking classes. I also worked in the video language lab, taught the required research paper class and a TOEFL preparation course.

Writing Evaluation Systems, Inc., Oklahoma City, OK (405) 842-4021 1-89 to present.

Reader

Writing Evaluations Systems does diagnostic reading of student writing for school districts nationwide. Using a scale developed by WES, I read, analyze, and evaluate the writing of students ranging from third grade to college age. Resulting data is returned to school districts for "exit test" and other types of information.

Writing Evaluation Systems/Profile Writing Program, Oklahoma City, OK 1-89 to 1-90.

Office Manager

Typeset, edited, and proofread educational materials for publication using Macintosh system. These materials were sold or distributed through Profile Writing Program's teacher workshops. Performed clerical duties including business correspondence, bookkeeping, communication with client schools and teachers, and general office work.

EDUCATION

University of Texas at Austin, Austin, TX G.P.A. 4.0/4.0
Completed six hours towards M.A. in Foreign Language Education/ESL, Fall 1992.

Central State University, Edmond, OK G.P.A. 3.85/4.0
Completed all coursework towards certification in Secondary English Education, 1989.

University of Oklahoma, Norman, OK G.P.A. 3.9/4.0
B.A. in Journalism, Distinguished, 1985.

RELATED COURSEWORK

Intercultural Communication, Structural Linguistics, Advanced English Grammar, Advanced Composition, Methods of Teaching English, TEFL Methods, Research and Writing Methods in Foreign Language Education, German, French, Russian, self-study of Spanish.

HONORS, ACTIVITIES, WORKSHOPS, PUBLICATIONS

Member National TESOL
Delegate-at-Large TexTESOLIII
Member Phi Beta Kappa

Attended TexTESOL III conference February, 1992.
Attended TexTESOL state conference, November 1992.
Attended TexTESOL state conference, Austin, TX, November 1991.
Attended OKTESOL state conference, Tulsa, OK, November 1990.

Volunteer, Travis County Literacy Council, ESL Adult division.

Published articles and book reviews in SEDL's *Classroom Practices Bulletin*, and *TexTESOL III Newsletter*.

REFERENCES

Dr. Betty J. Mace-Matluck
Director
Center for Language Minority Population Projects
Southwest Educational Development Laboratory
(512) 476-6861

Kimberly Smith
ESL Coordinator, Austin Community College
(512) 483-7834

Jane Hughey
President, Writing Evaluation Systems
(409) 764-9765

Janet Hall
Director of Courses, ELS Language Center
(405) 525-3738

REPORT ON THE ESL/ESP PROGRAMS AT EL PASO COMMUNITY COLLEGE

ESL Program: General Information

The ESL program is a discipline (equal to ACC's departments) within the Communications Division. El Paso Community College has over 20,000 students. There are three main campuses (Valle Verde, Transmountain and Rio Grande) with a large number of off- campus sites.

There is an ESL coordinator for each of the campuses and one coordinator serves as the communication liaison between the three ESL coordinators and the administration. There is an additional administrator who handles all the scheduling and hiring of part-time faculty.

The discipline coordinators handle problems with part-time faculty, whereas the Communications Division Chair handles full-time faculty issues.

There are approximately 28 full-time faculty and 230 part-time faculty involved in the ESL program. The breakdown is as follows:

ESL:	Full-time	= 13
	Part-time	= 100
Speech:	Full-time	= 5
	Part-time	= 58
Reading:	Full-time	= 10
	Part-time	= 80

There are 3,000 students in the credit (non-transferable) ESL program. There are approximately 1,500 students in the not-for-credit ESL program which is part of Continuing Education and which serves a different population (international students, businessmen etc.)

In the credit ESL program, which is part of the Communications Division, only an estimated 7-8% is non-Spanish speaking. The educational background of many of these people is minimal.

The qualifications for hiring instructors are as follows:

Part-time Faculty:	Bachelor's in Foreign language or language-related area
	Experience in language-related area
	Must have 18 hours of English, Speech or Writing in transcript
Full-time Faculty:	Master's in ESL, Foreign Language or Applied Linguistics
	Executive Hiring Committee: Dean, Division Chair, 1 ESL Faculty

Intake and Assessment

All students must take a composition test at intake after which they must take a mandatory ESL placement test. This placement test was designed by the ESL faculty at El Paso Community College (EPCC).

If, for example, a student is placed at Level 4, then in theory, that student must enroll at Level 4. However, it is up to the ESL classroom instructor to confirm during the first week of classes that the student has enrolled in the course which was indicated by the placement exam.

They have too many students to confirm placement by additional assessment during the first week of classes. However, the teacher does have the option to suggest level changes, but this must be approved by the Division Chair.

There is an ESL counselor on each campus who advises ESL students. It was stressed that it is critical for students to receive counseling concerning their enrollment in the ESL program, especially at the upper levels where there are various tracks and options for students.

Curriculum and Academic Issues

The EPCC ESL program has six levels in addition to a "Prereadiness Level" for students with a minimum level of educational background.

The courses are: Integrated Skills (with more emphasis on writing after Level III), Structure and Analysis (Grammar), Reading and Speech.

Students move lockstep through the progression and usually take all four subjects at a level,primarily for financial aid purposes.

Students may exit the ESL sequence whenever they choose although this creates problems of students entering their coursework before they are ready.

After Level III, students may enter the ESP track or continue with regular ESL classes. If they enter the ESP track, they take the content course with an ESP Writing and ESP Reading adjunct. They may also enroll in a fourth course which is often Math or Remedial Writing for native speakers.

The global aim of the ESL curriculum is to prepare students for TASP and their regular college coursework.

Only a small percentage of students complete the sequence. Many withdraw from college once their English language skills are adequate for their work.

There is testing at the end of each course to determine minimal mastery of material. Many students must repeat courses.

Students are not required to take all courses, especially at the higher levels, where Oral Skills is optional.

The courses for which there is an ESL adjunct are:

Information Processing
Child Development
Emergency Medical Training
Foundations of Technical Physics
Accounting

They are continuing their development of ESP courses, especially in technical areas where they continue to work closely with the Division Chair of Technology, Lynn Slater.

All ESP materials are developed by the ESL faculty who are given release time when they develop a new course.

In discussion with the ESL faculty who work with ESP course design, there was consensus that there needs to be a career exploration program to direct students into areas where there is job growth and also to move them into appropriate ESP courses.

Although ESL courses now meet for four hours a week, in the future they will have three classroom hours of instruction with one hour of lab work.

One of the EPCC campuses has a trained ESL tutor in the Resource Center.

Alice Wise has spent time developing an interactive computer program for students who are building Academic Writing Skills. The program "TOOLBOOK" has been used to author this interactive software with the assistance of a full-time media resource person who assists faculty in the technical aspects of designing educational software.

Furthermore, Alice Wise is working with desktop video using Amigavision to design a promotional video intended to attract high school students into technical areas of study.

Last year El Paso Community College's ESL program was rated 10th in the nation by a private consulting firm designed to rate ESL programs throughout the U.S.

Alice Wise stressed the need for qualified ESL instructors and for quality control of and on-going professional development for all ESL and ESP staff.